PERFORMANCE GUIDEBOOK

Yao Yao
BRUSH Theatre

2019-20 SEASON for Young People

presented by

TPAC TENNESSEE PERFORMING ARTS CENTER & REGIONS
For 135 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as has our region. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are especially dedicated to is the education of our students. We are proud to sponsor TPAC’s Humanities Outreach in Tennessee (HOT). What an important program this is - reaching over 30,000 students, many of whom would never get to see a performing arts production without this local resource. Regions continues to reinforce its commitment to the communities it serves, and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers,

for giving your students this wonderful experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.
Dear Teachers,

The ordinary world of children is transformed through play, often so vividly that the ‘imagined’ becomes ‘real’ and possibilities become limitless. BRUSH Theatre’s production of Yao Yao is a delightful exploration of the imaginary world of a young girl, whose play with a simple white screen brings unexpected fun and adventures. Using engaging projections, live music, clever staging, and a lot of imagination, Yao Yao creates many surprising and magical theatrical moments. We know you and your students will tickled by this adorable and imaginative performance, brought all the way from South Korea for your enjoyment!

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BRUSH Theatre LLC, based in Seoul, South Korea, is a Theatre for Young Audiences and passionately driven by performing live internationally. Inspiring children all over the world from different socio-economic and geographic backgrounds through their out-of-the-box performances, BRUSH Theatre showcases one-of-a-kind acts built for audiences of every age, race, and culture.

BRUSH Theatre believes in the little child everyone has inside who loves to live out art in life. They envision the inner child growing into a powerful creator through boundless forms of art - the reason why children are their favorite audience members!

The company’s work has been presented by Birmingham On The Edge Festival (UK), Cape Town Cradle of Creativity Festival (South Africa), Hamedan 23rd International Children and Youth Theatre Festival (Iran), and The National Library of Kyrgyz Republic.

**Artistic Team**

Director: Kiljun Lee  
Assistant Director: Youngkyun Yeom  
Company Manager: Wheeyeon Kim  
Performer: Byeongwook Cho, Heeae Lee  
Lighting Designer: Miyoung Kim  
Set Designer: Kiljun Lee  
Video Designer: Youngkyun Yeom  
Composer: Sangguon Seo
Building Imagination

Lesson by: Moon Bishop

Objectives:
The student will:
• discuss and share ideas about imagination and its use.
• use imagination to invent alternative uses for common items.
• create a simple story (or stories) inspired by mystery items.

Materials Needed: A copy of Not a Box by Antoinette Portis; an empty box; 12-18 inch length of dark-colored yarn, heavy string, or light rope; A shoebox or similar opaque container (the “mystery” box); Five or more random objects (a ball, a pair of toddler leggings, a small pair of shoes, a toy watering can, and Mardi Gras beads, for example) that can be held in the hand and that will all fit in the box together. Students should not see the contents ahead of time.

Warm Up:
• Read Not a Box to students and discuss: What is imagination? What is imagination for? How do you use imagination? Point out the empty box – ask what other things students imagine the box could be?
• Gather students in a circle. Hold up a length of string and ask students, “What is this?” After a few responses, inform students that they are going to imagine the string is not a string. What else could we pretend it is?
• Passing the string around the classroom, invite students to imagine the string is anything BUT a string. Every student should begin with “This is not a string; this is ______,” and then act upon the string as if it is that thing before passing it to the next person. For example, “This is not a string; this is the world’s longest noodle. Slurp!” Encourage students to be as creative as possible and not repeat another student’s idea. If time permits and more challenge is desired, repeat.

Instructional Procedures:
• Show students the prepared mystery box/container but not what is inside. Instruct students that they will create a story that incorporates each of the objects in the box but that none of the objects can be what they are.
  o Depending on age and abilities of students, the teacher may choose to have them work independently or in small groups. Alternatively, small groups of 3-4 students may be presented with their own mystery box and items to inspire their stories. In the case of students who are not yet writing, the stories may be spoken aloud after the groups discuss/plan around the objects.
• Invite students to share their story, acting out the alternative uses for the chosen objects as they share.

Closure: Gather students once more in a circle. This time, the object you pass will be completely imaginary and will fit in the palm of the hand. When the imaginary item comes to them, students announce it is not whatever the last person said but is something else. Repeat if desired.

Adjustments and Extension Possibilities:
• This experience could be set up as an ongoing/building activity with a new object added daily. The resulting ideas might then be gathered into one longer story.
• Rather than working independently or in small groups, the story can be built bit by bit as a large group exercise, passing the box around and pulling one object out at a time to add to the story.
• Encourage students to include a clear beginning, middle, and end to their story.
• Before reading either of the books, engage students in the circle activity with a stick or box instead of a string. Compare student responses/ideas to those in the book.

Other ways to inspire students to use their imagination:
✓ While students are working on different projects or learning centers, introduce situations where the solutions aren’t immediately evident by asking, “What if . . . ?” or “How could . . . ?” These questions help take play to an imaginative level.

✓ When you have an extra five minutes during a transition, call out an item such as the playground slide and brainstorm different things it could be.

✓ Read other books that talk about imagination such as:
  - *I’m Bored* by Michael Ian Black
  - *Harold and the Purple Crayon* by Crockett Johnson
  - *Stella: Star of the Sea* by Marie-Louise Gay
  - *Alice the Fairy* by David Shannon
  - *Not a Stick* by Antoinette Portis

✓ Try using your Morning Meeting time to encourage students to think imaginatively. Here are a few ideas to try:
  - “This is my . . .” - Choose an object (a roll of masking tape, a feather, anything that could spur imagination). Each child tries to imagine something that object could be. For instance, the first child might hold the roll of masking tape and say, “Good morning, everyone, this is my bracelet.” The other children respond and say, “Good morning, __________, we really like your bracelet.” The next might say, “Good morning, everyone, this is my flying saucer.” As the object and greeting continue around the circle, encourage children to try not to duplicate others’ ideas.
  - Choose sharing topics that foster imaginative and creative thinking. For instance: “What kind of animal would you like to be and why?”; “What invention would you create to help the world?”; “If you could have a superpower, what would it be?” You can tie these questions into academics — “If you lived in the book ________, would you rather be friends with ____ or _____?” or “If you lived in ancient Egypt, which of the careers we discussed would you like to have?”
  - Exaggeration - For this activity, choose an object that might be used to do a certain task (a key, a screwdriver, a paintbrush, etc.). Challenge students to think of something amazing they could do with this object. Begin by modeling your own thought: “I used this key to unlock a door that led me into an enchanted forest where I rode upon a unicorn.”
A Line Can Be Anything

Objectives: The student will:
• identify and create a variety of types of lines.
• add to a single line to represent a variety of objects.
• invent a story for a series of wordless images.

Materials Needed: A copy of The Line by Paula Bossio; white board or flip chart; markers; half sheets of paper with a simple but interesting line drawn on it, copies for each child; writing instruments, one per student

Warm-Up:
• Show students the cover of the book The Line. What do they think will happen in this book? What do they think the line is? What kinds of lines there are (straight, wavy, zig zag, curly, etc.)?

• Share The Line with students. After the first “reading,” invite students to describe what is happening in the book as you share it again.

• On the white board or flip chart, draw a line that is neither straight nor representative of something. Invite students to describe the line.

• Inform students that this line is the beginning of a drawing. What might it be a drawing of? Solicit several responses. Invite some students to add to the line with a different color marker to turn it into “something.” For example, a wavy line might become a telephone cord or an ocean wave.

Instructional Procedures:
• Distribute paper with a prepared line to students and invite them to turn the line into something, using a pencil, crayon, marker, etc. Once students have completed this task, invite them to share in small groups or with the whole group.

• Display all the drawings together by taping them up on a wall or white board. What do students notice about the work as a collection? If these were put together into a single story/book, what order makes the most sense?

• Working together, place the drawings in an order that is satisfying, with the first drawing being just the beginning line. Choose a title and illustration for the cover of the new classroom book. This book may be laminated before assembling to make it more durable.

Closure: Invite a student or students to “read” the new book(s) to each other or to the classroom as a whole. Alternatively, the class may want to share their new book with another classroom.

Adjustments and Extension Possibilities:
• Students may choose to add written words to each page of the classroom book.
• Invite students to draw a simple line and then exchange with other students to “complete” the drawing.
• Wikki Stix or similar waxed string may be used to make the experience more tactile.
This lesson centers on the concept that all families are unique and offers an opportunity to build classroom community by letting students share and learn about each other’s families, embracing differences and similarities. Teachers need to openly talk about differences while interrupting bias and stereotypes and help students to explore the notion that the common bond holding families together is love and shared time.

Objectives: The student will
• define what makes a family and describe a variety of families.
• identify common characteristics within all families and some differences.
• create a drawing that celebrates each student’s unique family structure and time together.

Materials Needed: The Family Book by Todd Parr; chart paper and markers, blank paper and drawing utensils

Warm-Up:
• Show students the cover of The Family Book. What do they think this book is going to be about? Read the book to the class and ask children to watch for different kinds of families.
• After reading, discuss with the students:
  o Are these all the kinds of families that there can be?
  o Do you see a family that looks like yours?
  o Do you see families that are different from yours?
• Share that families can be defined in many ways. Each one is unique, just like the pages of the book! So, what is the same in all families? What makes a family? If students have trouble, refer to the book again – it’s love and sharing time together.

Instructional Procedures:
• In the play Yao Yao, we see the little girl and her father playing together one morning before work. Ask students what types of things their families do together and list them on a large piece of chart paper. You may need to start by suggesting: We make tacos every Friday; we have a game night; we visit Grandma, etc.
• Give students a sheet of unlined paper and fold it in half. Have them draw two different pictures showing their family doing something together. Encourage them to add lots of details that are special to their particular family - hairstyles, clothing styles, different heights, etc. Students should title each picture and indicate which family members are illustrated in each and what they are doing. (For older students, you may choose to have them draw one picture and on the other side write a poem about what family means to them.)
• Remind students that it is their choice who to include - It is important for them to define who is in their family. Their description may include a pet, a church member, a neighbor or extended family members.

Closure: Give students an opportunity to share their work with each other, in pairs or small groups. Guide students to talk about things that are different and special about their families.

Extension: In South Korea, they celebrate a tradition called Children's Day that was put into place to celebrate the joys of being a child and the responsibilities that parents have to keep their children safe and loved. On this day, parents take off from work and let the kids select an outing for the whole family. If they could, how would your students choose to celebrate Children's Day?

IMPORTANT EDUCATOR NOTES
Discussing family should be an empowering activity, not one that creates comfort and pride for some while creating confusion or isolation for others. Be sensitive to the individual needs of students in your classroom. A helpful phrase may be, “We are going to talk about the people who love and take care of us.” The goal of the lesson is for all students to find something they feel positive sharing with the class. Some adaptations might include: giving a student in joint custody two papers to draw their family, giving a child with a large family an extra big paper, or having a student with family in two countries draw the countries with people on them.

Consider sharing some family vocabulary as needed - Family Diversity Vocabulary
Light Up Learning with STEAM!

We need innovators, inventors, engineers, explorers, and problem-solvers. And that, starts with STEAM activities that allow students to joyfully play and explore out of their seats.

The Game of What? – Open ended questions encourage STEM learning. Make a “Game of What” poster to display in your classroom setting. The poster should contain all of the questions below. Use at least two of these questions daily and teach students to ask these questions of each other!

- What did you see happen?
- What did you try?
- What things do you notice about ___?
- What is another way to do this?
- What has changed now?
- What do you think caused ___?
- What do you think ___ might do?
- What might happen if we ___?
- What did you learn?

Light Table Activities – In the play Yao Yao, a projection screen is used to create a multitude of experiences for the audience. We see shadows and projections that Yao interacts with. Create a Light Table in your classroom to let your students experiment with light and ignite their learning! To make your own light table, all you need is white tissue paper, aluminum foil, LED puck lights, a plastic storage container with clear lid, and tape.

- Start by lining the bottom and sides of your storage container with aluminum foil and taping it in place. The foil will help reflect the light up toward the top of the table.
- Next, place your lights in the bottom of the container, spacing them out so the light will disperse evenly across the top of the table. You can secure these in place with tape or Velcro if you would like.
- Then, use tape to attach 2-3 sheets of white tissue paper to the inside of your storage container lid. The tissue paper will help diffuse the light and disperse it more evenly across the top of your table.
- For ideas of other tools and activities, check out the following website for ideas. [https://www.pre-kpages.com/light-table-activities-for-preschool/](https://www.pre-kpages.com/light-table-activities-for-preschool/)

Free Play Centers – Imagination and invention are elements that are necessary for so many jobs in the world, especially in STEAM fields! Provide the following bins in your center time for students to use their imagination during free play: Magnet Bin, Electronics/Circuitry Bin, Snap Circuits Set, LEGO bin, Wooden Blocks Bin, and a Plastic Tracks Bin.

Let’s Pretend! – Children learn about their world by pretending and by using their senses. Keep it simple and fun with very young children. In a large space, have the children stand and spread out. Say, “Let’s pretend to be...(for example, a car, plane, ice skater, swimmer, basketball player, rag doll, ant) Act out whatever it is. Give children active ideas to encourage creative movement. Once you get started, let the children think of things to pretend to be too!

Studying South Korea – BRUSH Theatre company is coming to Nashville all the way from Seoul, South Korea! Find South Korea on a map and show students where it is in relation to where they live. Read the book *Children of the World: South Korea*, or another book that shares about South Korea, it’s people and culture. Discuss things that are the same and things that are different about living in the United States and living in South Korea.

Korean Paper Fans – In Korea, there is a traditional fan dance called buchaechum (boo-chay-choom). Dancers wear traditional dress and dance with two fans each. Together the choreographed group expresses the beauty of nature through dance by making butterflies, flowers, and ocean waves with their movements and fans. You can make your own Korean paper fan to use for your own fan dance.
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